

Grade 3 Overview

Focus: HERO (Honorable Efforts Rendered to Others)

HEROES OF OUR COMMUNITY

This unit emphasizes the idea that heroes in literature and everyday life are good citizens who behave in an honorable way and help others.

Key Ideas:

- Heroes exemplify many of the qualities of a good citizen.
- Heroes often are ordinary people who do extraordinary things.
- Heroes sometimes are not acknowledged.
- Accounts of heroes can be found in both fiction and nonfiction books.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- always do their personal best.

Lessons:

1. *Heroes: The Literature Connection*
2. *Tall-Tale Heroes*
3. *Ordinary Heroes*
4. *Interviewing a Hero*

Culminating Activities:

Hero Celebration:

Have a picnic with hero sandwiches to honor community heroes.

Hall of Heroes:

Develop a display on school walls using student-made posters that may include hand-drawn pictures or photographs of heroes.

Book Report:

Students make an oral report using a graphic organizer to explain the books they have read. Example: Have students use a comparison grid to contrast the main characters in two books. Students should use the grid to address the following questions:

What qualities of a good citizen does this character have? Students, with the help of the teacher, should identify the qualities of a hero.

Comparison Grid - Example:

Character 1			Character 2		
	yes	no		yes	no
GOOD CITIZENS: <ul style="list-style-type: none">• respect authority;• are honest and truthful;• take personal responsibility for family and community;• always do their personal best HEROES: <ul style="list-style-type: none">• have courage;• do extraordinary things;• help other people			GOOD CITIZENS: <ul style="list-style-type: none">• respect authority;• are honest and truthful;• take personal responsibility for family and community;• always do their personal best HEROES: <ul style="list-style-type: none">• have courage;• do extraordinary things;• help other people		

Other Options: Have students use an art medium to illustrate books they have read.

Cirriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 3)

Civic Ideals and Practice - Students will:

Exercise responsibility by working together in groups to plan and carry out projects and activities.

English/Language Arts (Grades 3-5) - Students will:

Exhibit a positive attitude toward language and learning through:

- selecting reading materials from classroom libraries and school library media centers.
- discussing and recommending printed materials to others.
- listening with enjoyment to storytelling.

Select and apply effective strategies for reading, including making comparisons and predictions and drawing conclusions.

Comprehend developmentally appropriate materials, including stories.

Select and use developmentally appropriate strategies for writing, including using literature as one stimulus for writing.

Write for different purposes and audiences producing a variety of forms, including logs of ideas and information, responses to literature, and lists and charts.

Communicate orally with people of all ages by contributing to class discussions and collaborating in groups.





Grade 3 Lesson One

Heroes: The Literature Connection

In this lesson, students will learn to recognize the qualities of heroes found in literature selections and then develop their own "Recipe for a Hero."

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Accounts of heroes can be found in both fiction and nonfiction books.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will :

- explore hero models through literature.
- be able to identify characteristics of a hero.
- connect the qualities of heroes with those of good citizens.

Introductory Activity:

Have students brainstorm a list of qualities they think a hero should possess. Display the list on an overhead projector, chalkboard, or chart paper. Then read a short story or poem that demonstrates the qualities of a hero to the class.

Core Activities:

Discuss and list the attributes of the hero in the story.

Use the following questions to stimulate student discussion:

- Why was the character a hero?
- What made the character react in this manner?
- How did the character's actions change the situation?
- Is this character a good citizen? Why or why not?
- What is a definition of a hero?

Help students to create a recipe for a hero. (See example below.)

Recipe for a Hero

3 teaspoons of kindness

2 cups of bravery

A sprinkle of perseverance

Combine kindness with bravery and perseverance. Mix well.

Encourage students to add their own ingredients and directions.

Additional Ideas:

1. Write a character sketch or draw a picture about the hero in the story read to the class.
2. Cooperatively rewrite the story with a different ending.
3. Write a story or draw a picture showing what would happen if the hero character didn't exist.
4. Form groups of three and have students create a character sketch of their hero by creating a graphic organizer or visual representation. Have groups support their work by finding evidence from the literary work that demonstrates that the character meets the class definition of "hero."

Evaluation/Assessment:

The students will share their recipes with a partner and discuss whether any of these recipes would match characters from selected books that students are reading. Assessment can also be carried out by evaluating finished student products or projects, through observation and recording of student participation, and through student self-evaluation. Students should be evaluated on the basis of their ability to give examples of how their "ingredients" are important qualities for a hero.

Home Connection:

Send a letter to students' families explaining the HERO unit. Discuss its connection to literature and citizenship. Relate activities that you will be doing throughout the unit. Send home student work, such as the "Recipe for a Hero." Some students might check out books about favorite heroes to read at home and discuss with parents.

Resources:

Books on heroes to be read to the class by the teacher.

Lists of appropriate biographies and other books for the students to select from the library.

Recipe cards for students.

Information packet for parents.

Grade 3 Lesson Two

Tall-Tale Heroes

In this lesson, students examine the qualities of heroes in tall tales.

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Heroes can be found in fictional stories and books.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:

- review the characteristics of a hero that they developed in the previous lesson.
- continue to explore the literature connection through fictional stories and books.
- compare the qualities of heroes with the qualities of a good citizen.

Introductory Activity:

Review the characteristics of a hero developed in Lesson One. Read a tall-tale or fable that demonstrates heroic qualities to the class. “Pecos Bill” or “Paul Bunyan and Babe the Blue Ox” would be possible choices. In some communities, there are storytellers who might visit the class and tell tall tales or hero stories. Students can compare heroes who actually lived but have been assigned legendary qualities, such as Davy Crockett and Daniel Boone, with tall-tale heroes.

Core Activities:

1. Discuss the qualities of heroes found in a tall tale.
2. Discuss with children the aspects of the story that make it a “tall tale.” What parts of the tall tale do they think were not real? List all responses. Are there tall tales being told today?
3. Ask students to consider whether the hero of the tale was a good citizen or not. If so, what qualities made him or her a good citizen. In what ways did these heroes do their personal best and take personal responsibility for family and community?

-
4. Make a “tall-tale hero” collage using newspaper and/or magazine pictures. An alternative activity might be to use an actual photograph and add features that will create a tall-tale hero.

Additional Ideas:

1. Children might compare and contrast a tall-tale hero in Lesson Two with a non-fiction hero in Lesson One.
2. Children might address questions about heroes, such as: How does a hero behave? Could you become a hero?
3. Children might create a crest or shield for their hero. On the crest or shield, students will include citizenship characteristics their hero possesses. Words and pictures may be used to complete the shield.
4. Compare folk songs with tall tales and other folk tales in their depictions of heroes. Comparisons could be done with a comparison grid or matrix.

Evaluation/Assessment:

1. Finished products from activities.
2. Evaluation of participation/contributions.
3. Children may pair with each other and talk about the characteristics of fictional and tall-tale heroes. Children can tell each other the citizenship characteristics from the stories that they would like to possess.
4. Following discussion in pairs, have each student write about the relationship between heroism and good citizenship by completing phrases such as “Today I learned ...”; “I now realize that ...”; or “I wonder if ...”.

Home Connection:

Keep parents informed of the purpose of this lesson and the activities involved. Some parents might want to try the following activities at home:

- Children might collect tall tales from their parents or grandparents to share with the class.
- Some parents might wish to take their child to the public library to find additional hero tales to read.
- Families might collect pictures or stories from newspapers or magazines about heroes to make a hero scrapbook.

Resources:

- Literature selections
- Collage materials
- School/County/State Libraries
- Storyteller
- Community members
- Newspapers and Magazines

Grade 3 Lesson Three

Ordinary Heroes

This lesson involves students in recognizing the qualities of “ordinary heroes,” people in their own communities and families.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Often, heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:

- review characteristics of a hero.
- continue to explore the literature connection through fictional stories and books.
- compare the qualities of heroes with the qualities of good citizens.
- learn to recognize contributions good citizens/heroes make to their community.

Introductory Activity:

Ask children to name a hero in their family, neighborhood, community, or school. Ask them to draw or bring pictures of their heroes to share with the class and explain why the persons are heroes to them. Begin a two or three-page “scrap book” of construction paper stapled or laced together with yarn. Have children put their pictures in the scrap book to take home.

Core Activities:

Divide children into small groups to discuss what they think are the qualities of a hero. Ask groups to share their comments with the whole class. Brainstorm a list of people children think are heroes in their own communities. Ask students to consider where they could find out about community heroes. Have students write on the following topics:

- Could you be a hero?
- What qualities do you have that would help you to be a hero?
- Are heroes always famous? Why or why not?

Additional Ideas:

1. Create with the class a word poem using adjectives or phrases that describe a hero.

For Example:

Kind,
Compassionate,
Loyal,
All that I want to be.
Smart,
Brave,
Honest,
All these things I see
In my hero,
My dad.

2. Working with a partner, students will create a word poem for their own hero or heroes.

Evaluation/Assessment:

1. Finished products: scrapbooks, student writing.
2. Student participation in class discussion and activities.
3. Have students finish these phrases: “Heroism is ...”; “Being a good citizen is like being an ordinary “hero” because ...”; and “I know I’m being a good citizen when ...”

Criteria for successful participation should be discussed with students before each activity. For example, in discussions with the class you might establish that the scrapbook should have at least one picture or photo, that everyone should make at least one contribution to the brainstorming activity, that the writing assignment should respond to all three questions, and that they should complete all the phrases.

Home Connection:

Keep parents informed of the purpose of this lesson and the activities involved. Some parents might want to encourage students to do the following activities at home:

- Continue the scrapbook project begun in class.
- Make a family heroes scrapbook for your family.
- Make a community heroes scrapbook for your community.
- Interview a family hero.
- Make a trading card of a hero. On the front, draw a picture or paste on a photograph of the person. On the back, list qualities that make that person a hero and a good citizen.

Resources:

- Construction paper, yarn, and glue for scrapbooks
- Markers/crayons
- Note cards to make trading cards
- Local newspaper





Grade 3 Lesson Four

Interviewing a Hero

In this lesson, students identify persons in the school or community who are “heroes” and role models. Some “near by” heroes might be invited to visit the class.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:

- identify heroes in the community.
- interview “near by” heroes.
- compare the qualities of heroes with the qualities of good citizens.

Introductory Activity:

Working with children, create a list of people who the children consider to be heroes in their family, school, neighborhood, or community. For each individual named, create a list of reasons why this person is considered a hero. Can each of these persons also be considered a good citizen? Review each person named and place a check-mark by those who also are considered to be good citizens.

Core Activities:

Drawing from the children’s created list of “near by” heroes, contact a small number of them and invite them to speak to the class. Before visitors come to class, have students work in groups of three to develop one to three questions they want to ask. Discuss and rehearse the questions students select from the small group work.

Sample Interview Questions:

Who was your hero and why?
Who made a difference in your life?
Did being a hero bring changes in your life?
What qualities do you think a hero has?
What advice could you give us for being good citizens?
Would you change anything in your life? Why/Or why not?

Additional Ideas:

1. Make posters of a neighborhood hero. Display completed posters in the school.
2. Create a line graph, bar graph, or tally chart of common qualities found in heroes.

Evaluation/Assessment:

1. Finished products.
2. Student participation in class activities.
3. Self-evaluation: Students might write down the steps they need to take to become better citizens in their family, school, or community.

Home Connection:

Keep parents informed of the purposes of this lesson and the activities involved. Some parents may want to encourage children to continue projects. At home, children might:

- continue their hero scrapbook.
- make a poster of their hero for the “Hero Hall of Fame” display or for their room.
- develop their own home project and share their work with the class at school.

Resources:

Poster board.
Local newspaper.
Markers/crayons to make poster.
Scrapbook or paper to make a scrapbook.
Community resource persons.